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Gender Sensitive Messages; Stickers and Posters
Chart #1: Getting to know one another

Trainers Notes:

Inform participants that it is time for all in the room to get to know one another in a manner that prepares them for the workshop. Trainers should ensure that all understand:

1. Each participant should choose a partner, preferably one that they least know and of the opposite sex.
2. Select a spot where they will have a conversation as they get to know each other. Ensure they collect and be ready to share the following information about their partners:
   a. Their name and what they do for a living
   b. One thing that they like about being a man or woman
   c. One thing they do not like about being a man or woman
   d. Their expectations of the workshop
   e. Their fears
3. Each should be ready to introduce the other at plenary.

After they are through, get them to introduce each other in turns and take note of and draw participants’ attention to:

1. What men and women like and do not like about being who they are
2. Expectations and fears (of men and women)
Chart #1: Getting to know one another

1. Name
2. What he/she does for a living
3. One thing he/she likes about being a man/woman
4. One thing he/she does not like about being a man/woman
5. Expectations/Fears
Chart #2: Sex Differences between Boys and Girls/Women and Men

Trainers Notes:
Inform participants that you are now going to discuss the differences between boys and girls/women and men. Tell them that we shall start with differences boys and girls are born with:

1. Show them the illustrations of the boy and girl and ensure that they recognize both as boy and girl.
2. Ask participants in plenary to note individually what the boy and girls are seeing when they look at themselves as shown.
3. Ask them to discuss and agree with the person seated next to them what they have noted.
4. Ask them to share the differences in plenary and take note:

The boy and girl see their reproductive organs/private parts.

The parts are different as the boy has/can see a penis and testis while the girl sees a vagina.

Children are born with those differences that are:

- Natural/God-given
- Permanent
- The first form of identity for children
Chart #2: Sex Differences between Boys and Girls

Boy and girl discover themselves (Illustration by CCGD)
Chart #3: Sex Differences between Women and Men

Trainers Notes

Explain to participants that they are going to consider the differences between grown men and women. Remind them changes occur on the bodies of boys and girls as they grow up. Some of the changes can be seen by everybody. Draw their attention to the above illustrations of a man and a woman- but some of the changes happen inside the bodies and are not visible to the naked eye.

1. Show them the illustrations of a man and a woman and ensure that they recognize both as man and woman.
2. Ask participants in plenary to note individually what differences they see when they look at the illustrations between the man and woman, in particular in relation to the childhood illustrations they saw earlier.
3. Ask them to discuss and agree with the person seated next to them what they have noted.
4. Ask them to share the differences in plenary and take note:

   • The man and woman have grown and have secondary reproductive parts.
   • The parts are different as the man has a beard, “Adam’s apple”, and firmer muscles.
   • The woman has breasts, wider hips, and longer hair.
   • Draw their attention to other changes that are not visible such as deeper voices for men, ability to produce sperm for men, and menstruate/produce eggs/conceive for women, impregnate for men and bear children for women.

Like in the first instance let them understand that the changes that have taken place are:

   • Natural/God-given
   • Part of identity for adult men and women such as “mothers” and “fathers”
   • Permanent
Chart #3: Sex Differences between Women and Men

Illustrations by CCGD
Chart #4: What are gender differences?

Trainers Notes:

Explain to participants that they are now going to consider differences other than the natural ones they have discussed between boys and girls/ men and women. Tell them that such differences have to do with:

- What society expects men and women to do (roles/activities)
- How society expects men and women to think and conduct themselves or behave

Draw participants’ attention to the illustrations:

1. Ask participants to look individually and note what they see.
2. Ask participants to discuss with the person next to them what they see in the two pictures and discuss and agree on:
   a. The activity/activities the woman is doing
   b. The activity/activities the man is doing
   c. Why the woman/man is doing each activity.
   d. Why it is a woman/man doing what they are doing and not the other way around

Note the following points from the discussion:

- Gender has to do with different roles assigned by “society” or expected to be done by boys and girls/men and women
- The role assignment may have to do with beliefs/attitudes in a given society about what men and women can do
- Roles are specific to a given society and may differ from society to society
- Gender roles are not permanent and change as society changes
- Gender roles are not “God-given,” they are society-given
Chart #4: What are gender differences?

Top photo: Kololokha Madola Group members- Madola Busia County (USAID/Kenya)

Photo by CCGD: Taken in Makueni - KHCP Project area

Photo by USAID/Kenya
Chart #5: Types of gender roles

Trainers Notes:
Remind participants of previous discussion that gender roles are assigned by society and that societies assign gender roles as a way of organizing themselves to work and stay alive and happy. You may get them to discuss some of the things that ensure that people are kept alive and well in society, such as being able to have shelter, food, good health and earn an income.

The gender roles that women and men, boys and girls perform in the farming community may be divided into three categories:

1. Household maintenance, care for children and other adults, and activities such as family nutrition that mainly take place at home
2. Income - earning (wage labor / cash crop farming (horticulture) / market gardening
3. Activities/services done to maintain extended family/clan and community such as work at funerals/weddings, community self-help projects such as road construction

Draw their attention to the illustrations and ask them to note what they see and share/discuss in small groups:

1. The activities they are seeing
2. The location of the activities
3. Who (among men, women and boys and girls ordinarily) performs them
4. Which category of roles do activities in the pictures belong to: Household / domestic, maintenance / income/ generating, and community
5. The value the respective communities put on the activities.
6. How those who perform the roles rewarded
Chart #5: Types Of Gender Roles

Above: USAID Photos – Left Rose Aloo Right Wilchrista Auma

Taken at Makindu River (CCGD)

Women demonstrate against gender violence- Loitoktok (CCGD)
Chart #6: Gender Specific Stages of Learning

Trainers Notes:

Participants should be reminded of the previous discussion that gender is about different roles performed by men and women, boys and girls. They should know that gender roles:

1. Are **learned** through instruction/teaching and observation throughout the different stages of lives of boys, girls, men and women
2. The things learned may be different for girls, boys, women and men but in line with society expectations of what they should do/be and how they should behave.

Ask participants to say the stages of life people go through from birth to death and ensure they bring out stages of: birth/childhood, adolescence/youth, adulthood, and late adulthood.

Ask participants to discuss in buzz groups what rituals/activities accompany the birth of girls/boys in their communities, and the significance of the rituals/activities. The following should come out:

- Different communities welcome girls and boys with different rituals/activities/gifts.
- The rituals/activities/gifts sometimes show the value placed on boys and girls and anticipate the roles they are expected to play in the future.

Draw their attention to the illustrations above and ask them to:

1. Describe what learning activities they see and how they relate to their own communities.
2. Why boys/girls are learning what they are shown to be learning
Chart #6: Gender Specific Stages of Learning

Photos by CCGD: Taken in Makueni - KHCP Project area
Chart #7: Child and youth institutions

Institutions such as family, school, initiation rites and marriage offer gender specific support as below:

**Family**

The material culture introduced to the children e.g. toys are different, items of dressing, etc. Often those for boys show strength, power and industry while for girls-tenderness, beauty and care. Lineage system is carried on by the male child. He is given a sense of importance from birth and in upbringing within most societies and preferred in Inheritance.

**School**

Teachers, peers, and books play a vital role in imparting values and skills to children.

Teachers usually pass on mainly what is socially acceptable, in many cases act as custodians of the societal values which may not be gender responsive.

Teacher guidance for career choices are usually stereotyped advising girls to take on careers in the care industry such nursing while boys are encouraged to take on more powerful roles in leadership and industry.

**Initiation Rites (of passage)**

Special instructors such as aunties, elders, parents and peers teach initiates of an age group what it takes to move to the next stage, usually of being a man/woman.

They also take the initiates through practical tests of bravery and maturity, which the learners have to pass in order to be considered to be ready to move to the next stage.
Chart #7: Child and youth institutions

Woman and child at home in Makindu Makueni (CCGD)

Children at a school farm Loitoktok (CCGD)

A school meeting- Loitoktok (CCGD)
Chart #8: Places for learning, maintaining, and protecting adults’ gender roles

Trainers Notes:

**Marriage as gender socializing institution:**
The couple is counselled and mentored in culturally acceptable ways of being a good wife/husband usually by relatives and specialized marriage counsellors. The same applies to religion instruction usually given by religious leaders such as sheikhs and pastors as well as special counsellors on how to be a good wife/husband within the religions accepted norms.

**Elders (council)**
Elders initiated and mentored by peers to take leadership and resolve disputes within the community.

Part of their role is to ensure/support enforcement of gender roles and expectations

<table>
<thead>
<tr>
<th>Place</th>
<th>Who they learn from</th>
<th>What they learn</th>
<th>How they learn</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marriage</td>
<td>Elders, family, peers, religious leaders</td>
<td>How to behave as a good wife/husband, what roles to take in marriage</td>
<td>Observation, being taught, reading, advice, imitation, mentoring, counselling punishment and reward</td>
</tr>
<tr>
<td>Elders “councils”</td>
<td>Peers</td>
<td>How to behave as an elder, roles</td>
<td>Observation, being taught, reading, advice, imitation, mentoring, punishment and reward</td>
</tr>
</tbody>
</table>
Chart #8: Places for learning, maintaining, and protecting adults’ gender roles

Photo by USAID Kenya

Samburu elders at a meeting- Polo location, Samburu County. (CCGD)
Chart #9: Gender Roles Assignment in Agriculture: Traditional societies

Trainers Notes:

Use Chart 9 above to draw participants’ attention to gender roles in agriculture starting with traditional gender role arrangements in communities represented in the workshop. Participants should discuss in pairs (with the person next to them) how roles were divided in their community between women and men, boys and girls. The following should be discussed and highlighted:

• There were distinct roles between women and men; activities done by men were different from activities done by women.
• There were often beliefs, taboos related to the roles of women and men, boys and girls.
• There were practices and rituals that accompanied agricultural activities such as before planting, and men and women took different roles.

Ask participants to look at the illustrations of different agricultural implements used by women and men and discuss who used what implements in their communities and any beliefs/taboo that accompanied use of the implements. It should be highlighted that:

• There were beliefs about crops- men and women were often assigned different crops.
• Tools were often assigned along gender lines restricting work on some activities to only those using the tools.

The participants are should also discuss how activities they perform as men and women in farming are still influenced by their respective gender role assignment and associated beliefs and practices.
Chart #9: Gender Roles Assignment in Agriculture: Traditional societies

Above - Namasa Star Women Group- Bungoma. (USAID/Kenya)

Photo by USAID Kenya

Illustration above by CCGD
Chart #10: Changes in Gender Roles Assignment in Agriculture Today

Trainers Notes:
The participants should be able to focus on the changes in gender roles post-colonialism. Participants should use the illustrations to discuss and note that:

- New activities and tools were introduced by “whites” that were initially assigned along gender lines.
- Men tended to dominate usage of machines such as ploughs, tractors, and saw mills.
- Women gradually started using tools that had been used by men before.
- Wage labor exposed men to non-traditional farm crops such as vegetables that were considered reserved for women.
- Market influence resulted in more men producing traditional “women’s crops” such as horticulture because they earn higher returns.
- Women took on roles previously undertaken by men when men migrated to look for employment or were no longer available to complete the activities.
- Traditional beliefs and practices that forbid women to farm some crops or use certain tools are still practiced in some communities/families and they prohibit women from participating in some activities.

It may also be worthwhile to get participants to discuss changes in farming gender roles they have observed in their lifetime and why they think such changes occurred.
Chart #10: Changes in Gender Roles Assignment in Agriculture Today

USAID-KHCP supported farmer- Makueni (CCGD).

Esther Nandoha and her husband Francis Nandoha show off their passion fruit harvest at their farm (USAID/Kenya).
Chart #11: Gender Work Distribution: 24 hour calendar

Trainers Notes:
Participants’ attention should focus on which work activities are done within a 24-hour period as they fill the Chart 11 matrix below. They should know that the discussion will be on:

- Amount of work undertaken by men and women
- At what time of day and/or night and for how long each works
- Why each works the way they do
- How each is affected by their work schedule
- How workload may be distributed more equitably

Participants should be guided to discuss:

- Implications of distribution of household activities on the health and welfare of women/girls, men/boys. For example, how child care and family care affect the women’s ability to participate in other activities, such as attending meetings away from the house
- Ways of easing/managing/distributing workload to reduce possible negative impact.
Chart #11: Gender Work Distribution: 24 hour calendar

<table>
<thead>
<tr>
<th>Time</th>
<th>Home Care Activities</th>
<th>Income Earning Activities</th>
<th>Women</th>
<th>Men</th>
<th>Boys</th>
<th>Girls</th>
</tr>
</thead>
<tbody>
<tr>
<td>01.AM</td>
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</tbody>
</table>
Chart #12: Gender Work Distribution: Seasonal calendar

Trainers Notes:
Participants should in plenary:

Step 1:
Identify the geographical region(s) from which they come from to plot the seasonal calendar.

Step 2:
Identify the seasons (rainy/dry) in the zone.
In (preferably separate) groups for women and men and using the matrix:

Step 3:
• Identify and list agricultural activities that take place within each season.
• Show who (men, women, boys and girls) does which activities and within what period of time.

Step 4:
• Each group presents their findings showing the gender-specific allocation of work in each season.
Based on the reports, discuss issues of seasonal workload implications for men, women, boys, and girls.
Chart #12: Gender Work Distribution: Seasonal calendar

- When do the seasons start and when do they end?
- What activities take place before the rains? During the rains? After the rains?
- Who does which activities during each season?

See below for examples:

<table>
<thead>
<tr>
<th>Season:</th>
<th>March</th>
<th>April</th>
<th>May</th>
<th>June</th>
<th>Men</th>
<th>Women</th>
</tr>
</thead>
<tbody>
<tr>
<td>Farm Preparation</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>Planting</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Weeding</td>
<td>x</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>Mulching</td>
<td>x</td>
<td>x</td>
<td></td>
<td></td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>Spraying</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>x</td>
</tr>
</tbody>
</table>

Long Rains. From: To.

Short Dry Spell. From: To:

Dry Season. From: To:

Short Rains. From: To:
Chart #13: Identifying Agricultural Resources and Benefits

Trainers Notes:

It is important that participants approach and discuss resources and benefits from their own reality, experiences, and understanding. It may help to ask them to name a crop that they are all familiar with and use it to get them to discuss what they need to:

- Have
- Learn/know
- Utilize

To indirectly arrive at an appropriate meaning for resources, draw their attention to the illustration and ask them to describe what they see. The following should come out:

- Farm Land
- A plough
- Seeds
- Oxen
- Boys ploughing (Labor/skills)
- Man planting seeds (Labor/Skills)

Ask participants to identify more resources and benefits and generate a list from their own farming experiences like the one below:

<table>
<thead>
<tr>
<th>Resources</th>
<th>Benefits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rain/water</td>
<td>Harvest</td>
</tr>
<tr>
<td>Equipment/tools/implements</td>
<td>Food, clothing, shelter</td>
</tr>
<tr>
<td>Farm Machinery</td>
<td>Income</td>
</tr>
<tr>
<td>Credit/money</td>
<td>Social power, prestige, respect</td>
</tr>
<tr>
<td>Labor</td>
<td>Ownership of assets</td>
</tr>
<tr>
<td>Knowledge/skills</td>
<td>Less dependence on others</td>
</tr>
<tr>
<td>Time</td>
<td>Education/knowledge</td>
</tr>
</tbody>
</table>
Chart #13: Identifying Agricultural Resources and Benefits

Women at Soy market. (USAID/Kenya)

Raphael Mutiya of Bendeni group in Coast region plowing land using oxen. (USAID/Kenya)
Chart #14: Identifying gender specific use of resources

Trainers Notes:

Explain to the participants that they are now going to use Chart #14 (above) to discuss how specific resources that they identified earlier are used by women, men, boys and girls. Often different resources are used mostly by men or by women or by girls or boys. It is important to know who uses what resources in order to know how to involve them in different farming activities. By “use: “we refer to:

- Having the knowledge and/or skills that enable them to do farm work
- The user has permission to use—nobody stops him/her from using.
- The physical ability to perform certain tasks such as to lift/operate farm implements and machines.
- The authority allowing usage - gender specific beliefs/practices that allow men, women or boys and girls to do or not to do certain things

Participants should study the illustrations and discuss the following questions:

- What do the pictures tell us about how men, women, boys and girls use resources they can identify in the pictures?
- How does it compare to participants’ gender-specific resource use?
- How does the above use of resources affect the participation of women, men, boys and girls in agriculture?
Chart #14: Identifying gender specific use of resources

Drip irrigated fields on a new plant in Eldoret (USAID/Kenya)

Susan Akoth Owindu at Kaswanga farm on the shores of Lake Victoria pumps water to irrigate (USAID/Kenya)
Chart #15: Identifying gender specific decision making and control of resources and benefits

Trainers Notes:

Trainer should start by highlighting limitations to access such as inability to use a resource and benefit from it. This is to clarify that usage of resources and benefits is often limited and subject to the authority of the owner or head of the family, parent, lease holder, etc. Participants should use the illustrations provided (based on experiences in their respective communities) to discuss for each illustration:

1. Who (men, women, boys and girls) makes decisions on the usage and possible disposal
2. Why is it that decision-making organized as above
3. How does the way society/family has arranged the use and control of resources affect participation and distribution of benefits from agriculture production by men, women, boys and girls

Discussions may highlight the following:

- Men, women, boys, and girls have access to family land, but the control is largely with men who are owners through inheritance or purchase.
- Wives often make decisions on small portions of land they are allowed to farm by their spouses.
- Some women have titles and have control over the land.
- Access and control defined by cultures and traditions as well as legal ownership/authority.
- Aspects of access and control fall outside the family unit, such as control of irrigation water by a water users’ association or procedures of a government sector such as irrigation board.
- People in authority may utilize skills of others under their charge, as is the case between parents and children and to an extent husbands and wives, but one may not fully control another person’s skills.
Chart #15: Identifying gender specific decision making and control of resources and benefits

Who (has access to) land?
Who controls land?

Who has access to money?
Who controls money?

Who uses irrigation water?
Who controls use of irrigation water?
Chart #15: Identifying gender specific decision making and control of resources and benefits

Trainers Notes:

Trainer should start by highlighting limitations to access such as inability to use a resource and benefit from it. This is to clarify that usage of resources and benefits is often limited and subject to the authority of the owner or head of the family, parent, lease holder, etc. Participants should use the illustrations provided (based on experiences in their respective communities) to discuss for each illustration:

4. Who (men, women, boys and girls) makes decisions on the usage and possible disposal
5. Why is it that decision-making organized as above
6. How does the way society/family has arranged the use and control of resources affect participation and distribution of benefits from agriculture production by men, women, boys and girls

Discussions may highlight the following:

- Men, women, boys, and girls have access to family land, but the control is largely with men who are owners through inheritance or purchase.
- Wives often make decisions on small portions of land they are allowed to farm by their spouses.
- Some women have titles and have control over the land.
- Access and control defined by cultures and traditions as well as legal ownership/authority.
- Aspects of access and control fall outside the family unit, such as control of irrigation water by a water users’ association or procedures of a government sector such as irrigation board.
- People in authority may utilize skills of others under their charge, as is the case between parents and children and to an extent husbands and wives, but one may not fully control another person’s skills.
Chart #15: Identifying gender specific decision making and control of resources and benefits (continuation)

Who has access to training?
Who controls the training opportunities?
Who uses skills from training?
Who controls use of skills from training?

Who has access to greenhouses?
Who controls greenhouses?

All photos: USAID/Kenya
Chart #16: Dealing with gender concerns in agriculture production

Trainers Notes:

The participants should be assisted to put together what they have identified in their discussions as challenges for the participation of women, men and even boys and girls. The general aim of identifying and dealing with gender concerns is that:

- Women, men, boys, and girls (youth) participate equitably (fairly/according to their abilities and needs) in all activities.
- That work activities/roles be shared fairly
- Resources be available to be used by all in a fair manner
- Benefits be shared equitably
- Each person’s role be recognized and rewarded according to their contribution

They should use chart number 16 to:

- Discuss what is being shown in the picture
- Whether the situation is a concern
- What may be done to address the concern within their respective farming situations
Chart #16: Dealing with gender concerns in agriculture production

All photos above: USAID/Kenya

Above photos: CCGD
UJANE USIWE PINGAMIZI KWA UKULIMA

MAFUNZO YA KILIMO KWA WANAWAKE HUBORESHA UKULIMA

WANAWAKE WAAMINIKA KWA UWEKEZAJI. JE, KWA UWENYEKITI?

WASICHANA WANAKUBALIWA KUPANDA MITI SHULENI. JE, NYUMBANI?
SHAMBA HAIPOTEZI, JE, KINA MAMA WAKIWA NA KUBWA?
UJANE USIWE PINGAMIZI KWA UKULIMA
Hizi ndizi zako ni tamu.

NDIZI ZILIZOPANDWA NA KINA MAMA, HAZIDHURU MTU

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